

Purpose

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that may appear on the *Indiana Reading Evaluation And Determination (IREAD-3)* Assessment. The IREAD-3 Assessment is based on the *Indiana Academic Standards* and consists of multiple-choice questions that measure foundational reading skills through grade 3.

Standard 1: Vocabulary – Word Analysis, Synonyms, Antonyms, Suffixes, Homographs, & Context Clues

➤ Word Analysis: Beginning & Ending Sounds

The following items illustrate the type of *word analysis* items that assess students' understanding of beginning and ending sounds. A sample item precedes each set of items in the test.



Note: The teacher reads aloud the boldface directions in the first two sections, as outlined below. Students must read silently the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

Beginning Sounds

- Look at the words for Number 1. Find the word that has the same beginning sounds as “grass...grass”. Fill in the circle that goes with the answer you choose.

☐ gray ☐ guest ☐ glove

Ending Sounds

- Look at the words for Number 2. Find the word that has the same ending sound as “rain...rain”. Fill in the circle that goes with the answer you choose.

☐ sting ☐ done ☐ tiny

➤ Word Analysis: Vowel Sounds

The following item illustrates the type of *word analysis* items that assess students' understanding of vowel sounds. A sample item precedes this set of items in the test; the teacher reads aloud the directions for the sample item, only.



Note: The students read silently the word in bold and choose the word that has the same vowel sound as the underlined part of the word (shown below in **bold**). Only the word in bold and the answer choices appear in the student test book.

Vowel Sounds

sad ☐ pain ☐ chart ☐ crash ☐ waste

➤ **Word Analysis: Synonyms, Antonyms, and Homographs**



The following three items illustrate the types of items that assess students' knowledge of synonyms, antonyms, and homographs, respectively. The teacher reviews the directions for completing each section and reads aloud the directions for the sample items *only*. Once students have answered the sample items and asked any questions, the students must read and answer all questions on their own.

Synonyms

- For Number 4, choose the word that means the same, or about the same, as the underlined word.

4.) was sad

- ☐ angry
- ☐ careful
- ☐ excited
- ☐ unhappy

Antonyms

- For Number 5, choose the word that means the opposite of the underlined word.

5.) to give away

- ☐ help
- ☐ take
- ☐ offer
- ☐ send

Homographs

- For Number 6, read the sentences. Then choose the word that correctly completes both sentences.

6.) The _____ is coming down the track.

You can _____ your dog to fetch the newspaper.

- ☐ car
- ☐ teach
- ☐ train
- ☐ horse

➤ **Word Analysis: Suffixes**



The following item illustrates the type of *word analysis* items that assess students' analyses of suffixes. A sample item precedes each set of items. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must answer all questions in this section on their own.

Note: Students must silently read the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

- For Number 7, find the word that has the suffix, and **ONLY** the suffix, underlined.

☐ careless

 ☐ beautiful

 ☐ quicker

 ☐ suddenly

➤ **Context Clues**



The following two items illustrate the type of items that assess students' ability to use context clues. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all questions on their own.

- For Numbers 8 and 9, read the story. For each of the blanks, there is a list of words with the same number. Choose the word from each list that best completes the meaning of the story.

Close the front ___(8)___ so the warm air stays inside the house.

You may want to put on an extra ___(9)___ if you are still cold.

- 8.) ☐ box
- ☐ case
- ☐ door
- ☐ lid

- 9.) ☐ cane
- ☐ ring
- ☐ shoe
- ☐ sweater

Standards 1, 2 & 3 – Vocabulary and Reading Comprehension



The following passage and two items illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud the directions for completing the session and for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all of these questions on their own.

- Read “Snow Hopper”. Then answer Numbers 10 and 11.

Snow Hopper

Take a walk in the woods on a sunny winter's day. You might find tiny insects, called snow fleas, hopping on snow.

Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up, and snow fleas jump off.

How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea's body and are held by little hooks. When the hooks open, the tails spring out, and the snow flea leaps up. Snow fleas are also called springtails.

In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to some place new.

A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow.

In a few days, their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.

10.) The author writes that no one knows for certain where snow fleas go. Which of

these words means the opposite of certain?

- ☐ clear
- ☐ unsure
- ☐ worried

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11.) Which of these sentences from the passage **best** tells where snow fleas search for food?

- ☐ “Lift your hand up, and snow fleas jump off.”
- ☐ “They look like grains of pepper popping up and down.”
- ☐ “When the hooks open, the tails spring out, and the snow flea leaps up.”
- ☐ “In the winter, snow fleas chew dead leaves and plants buried beneath the snow.”

Answer Key

1. gray
2. done
3. crash
4. unhappy
5. take
6. train
7. careless
8. door
9. sweater
10. unsure
11. "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."